

## Alcorn Middle

5125 Fairfield Road  
Columbia, South Carolina 29203

**Grades** 6-8 Middle School

**Enrollment** 505 Students

**Principal** Roy Holloway, Interim Principal 803-735-3439

**Superintendent** Dr. Allen J. Coles 803-231-7500

**Board Chair** Lane Quinn 803-231-7556

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	1	6	31

## IMPROVEMENT RATING

UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

NO

This school met 4 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Unsatisfactory	Below Average	No
<b>2004</b>	Unsatisfactory	Below Average	No
<b>2005</b>	Unsatisfactory	Below Average	No
<b>2006</b>	Unsatisfactory	Unsatisfactory	No

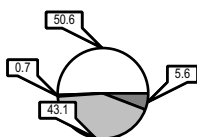
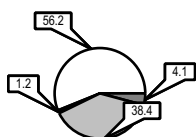
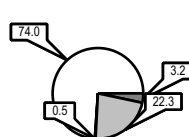
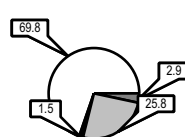
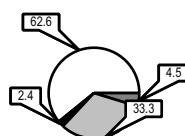
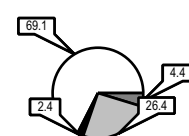
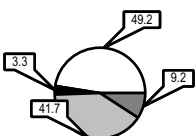
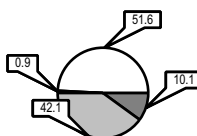
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:

	<b>Our School</b>	<b>Middle Schools with Students Like Ours</b>
<b>Algebra 1/Math for the Technologies 2</b>	64.3	89.6
<b>English 1</b>	N/A	79.6
<b>Biology 1/Applied Biology 2</b>	N/A	48.5
<b>Physical Science</b>	N/A	24.8
<b>All Subjects</b>	64.3	82.1

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	483	86.5	49.6	43.2	6.4	0.8	13.0	No	No
<b>Gender</b>									
Male	233	80.3	56.7	37.6	5.7	0.0	8.9	N/A	N/A
Female	250	92.4	44.1	47.5	6.9	1.5	16.2	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	5	60.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	467	86.7	50.1	43.0	6.0	0.9	12.6	No	No
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	10	90.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	422	96.9	48.4	44.2	6.5	0.8	13.3	N/A	N/A
Disabled	61	14.8	I/S	I/S	I/S	I/S	I/S	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	483	86.5	49.6	43.2	6.4	0.8	13.0	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	478	86.4	49.7	43.0	6.5	0.8	13.2	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	404	87.1	48.5	44.6	6.3	0.7	13.9	No	No
Full-pay meals	79	83.5	55.2	36.2	6.9	1.7	8.6	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	482	88.8	54.9	39.2	4.6	1.4	13.0	No	Yes
<b>Gender</b>									
Male	232	83.6	55.8	35.6	6.7	1.8	16.0	N/A	N/A
Female	250	93.6	54.1	42.0	2.9	1.0	10.6	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	5	60.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	466	88.8	54.9	39.5	4.5	1.1	12.9	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	10	100.0	40.0	40.0	10.0	10.0	20.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	422	97.6	53.5	40.3	4.8	1.4	13.4	N/A	N/A
Disabled	60	26.7	92.3	7.7	0.0	0.0	0.0	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	482	88.8	54.9	39.2	4.6	1.4	13.0	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	477	88.7	55.1	38.9	4.7	1.4	13.2	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	403	88.6	53.4	41.4	4.2	1.0	12.0	No	Yes
Full-pay meals	79	89.9	62.3	27.9	6.6	3.3	18.0	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	483	92.1	73.6	22.7	3.2	0.5	3.7
<b>Gender</b>							
Male	233	87.6	73.5	22.2	3.2	1.1	4.2
Female	250	96.4	73.7	23.0	3.2	0.0	3.2
<b>Racial/Ethnic Group</b>							
White	5	60.0	I/S	I/S	I/S	I/S	I/S
African American	467	92.3	74.0	22.1	3.3	0.5	3.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	10	100.0	50.0	50.0	0.0	0.0	0.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	422	98.3	71.1	24.9	3.4	0.6	3.9
Disabled	61	49.2	91.8	6.1	2.0	0.0	2.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	483	92.1	73.6	22.7	3.2	0.5	3.7
<b>English Proficiency</b>							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	478	92.1	73.6	22.7	3.2	0.5	3.7
<b>Socio-Economic Status</b>							
Subsidized meals	404	92.1	74.6	22.4	2.9	0.0	2.9
Full-pay meals	79	92.4	68.7	23.9	4.5	3.0	7.5

<b>Social Studies</b>							
All Students	482	91.9	69.1	26.4	3.0	1.5	4.5
<b>Gender</b>							
Male	232	87.1	69.6	25.5	2.7	2.2	4.9
Female	250	96.4	68.7	27.2	3.2	0.9	4.1
<b>Racial/Ethnic Group</b>							
White	5	80.0	I/S	I/S	I/S	I/S	I/S
African American	466	91.8	69.3	26.3	3.1	1.3	4.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	10	100.0	50.0	40.0	0.0	10.0	10.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	422	97.9	66.9	28.0	3.4	1.7	5.1
Disabled	60	50.0	85.4	14.6	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	482	91.9	69.1	26.4	3.0	1.5	4.5
<b>English Proficiency</b>							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	477	91.8	68.9	26.5	3.0	1.5	4.5
<b>Socio-Economic Status</b>							
Subsidized meals	403	92.1	69.9	26.6	2.1	1.5	3.6
Full-pay meals	79	91.1	65.2	25.8	7.6	1.5	9.1

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	142	98.6	45.8	40.8	13.3	0.0	13.3
	7	162	98.8	38.4	47.2	14.4	0.0	14.4
	8	157	96.8	42.7	44.4	12.9	0.0	12.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	150	92.7	50.8	35.2	12.3	1.6	13.9
	7	176	83.0	54.8	41.9	3.2	0.0	3.2
	8	157	84.7	42.6	53.0	3.5	0.9	4.3
<b>Mathematics</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	142	98.6	49.6	42.9	6.7	0.8	7.6
	7	162	98.2	56.9	31.7	9.8	1.6	11.4
	8	157	96.8	64.2	35.8	0.0	0.0	0.0
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	150	94.0	39.5	47.6	8.9	4.0	12.9
	7	176	84.1	58.3	40.2	1.6	0.0	1.6
	8	156	89.1	67.2	29.4	3.4	0.0	3.4
<b>Science</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	142	97.2	68.1	25.2	4.2	2.5	6.7
	7	162	95.7	61.0	32.5	2.4	4.1	6.5
	8	157	96.8	71.8	26.6	0.8	0.8	1.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	150	96.0	76.4	18.1	3.9	1.6	5.5
	7	176	90.9	73.6	22.3	4.1	0.0	4.1
	8	157	89.8	71.0	27.5	1.5	0.0	1.5
<b>Social Studies</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	142	97.9	62.2	33.6	3.4	0.8	4.2
	7	162	97.5	69.9	26.0	3.3	0.8	4.1
	8	157	97.5	68.3	27.8	2.4	1.6	4.0
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	150	96.7	66.1	24.4	6.3	3.1	9.4
	7	176	89.2	80.7	17.9	0.7	0.7	1.4
	8	156	90.4	58.9	38.0	2.3	0.8	3.1

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 505)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	22.5%	Down from 28.5%	9.4%	16.7%
Retention rate	3.9%	Up from 1.7%	4.6%	2.5%
Attendance rate	94.6%	Up from 94.5%	95.3%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.9%	Down from 13.7%	0.9%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	6.6%	Down from 11.1%	0.7%	1.0%
Eligible for gifted and talented	7.0%	Up from 6.4%	6.4%	15.6%
On academic plans	52.9%	N/AV	53.9%	39.9%
On academic probation	52.7%	N/AV	3.4%	0.7%
With disabilities other than speech	11.0%	Down from 16.1%	14.9%	12.4%
Older than usual for grade	6.7%	Up from 4.9%	8.3%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 1.4%	1.5%	0.9%
Annual dropout rate	1.7%	Up from 0.6%	0.0%	0.0%
<b>Teachers (n= 40)</b>				
Teachers with advanced degrees	60.0%	Up from 41.9%	53.8%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	18.8%	N/A	18.0%	9.1%
Teachers with emergency or provisional certificates	17.2%	Down from 18.2%	16.7%	5.6%
Teachers returning from previous year	81.6%	Up from 79.6%	78.8%	84.6%
Teacher attendance rate	94.1%	Down from 95.4%	94.3%	94.8%
Average teacher salary	\$42,155	Up 5.6%	\$40,455	\$42,267
Prof. development days/teacher	12.5 days	Up from 10.8 days	12.3 days	11.9 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	2.0	3.0
Student-teacher ratio in core subjects	20.1 to 1	Up from 17.6 to 1	18.7 to 1	21.1 to 1
Prime instructional time	86.7%	Down from 89.3%	87.8%	89.0%
Dollars spent per pupil*	\$8,989	Down 2.9%	\$7,703	\$6,243
Percent of expenditures for teacher salaries*	63.5%	Up from 54.4%	55.0%	59.8%
Percent of expenditures for instruction*	71.6%		63.0%	65.2%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	67.2%	Up from 65.0%	88.9%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Alcorn Middle School's professional learning community continues to strive for academic excellence. We believe that academic excellence happens by choice, not by chance!

Based upon Alcorn's PACT data over a 3-year period, the percentage of students who scored basic, proficient, and advanced increased in 11 out of 12 achievement categories.

The school-wide percentage of students scoring basic and above on PACT has also increased (19% for English language arts, 3% for mathematics, 7% for science, and 7% for social studies).

During the 2005-2006 school year, Alcorn's leadership team adjusted its research-based professional development plan to meet the needs of all learners. We focused on collaborative planning, team goals, and the appropriate use of data. The onsite specialists facilitated weekly collaborative planning meetings with teachers to ensure that adequate dialogue about teaching and learning took place.

In addition to the collaborative planning sessions, teachers developed and administered three formative assessments to measure student learning. Students completed the formative assessments as pre-tests (before instruction) and post-tests (after instruction). Teachers used the district benchmark assessment data to measure student learning as well.

Students received systemic assistance in a Success 101 class for 45 minutes each day. During the initial phase of the Success 101 curriculum, teachers provided instruction on goal setting, time management, character education and study skills. During the final phase of the Success 101 curriculum, students rotated among the content area teachers on a bi-weekly basis.

Alcorn's students received academic assistance during extended day activities such as Homework Center and After School Program, SuccessMaker and Larsons Pre-Algebra labs. The Homework Center was open Monday-Friday from 7:30 am until 8:30 am. The After School Program was open Monday-Friday, 4:00 pm -6:00 pm.

The AVID program is a college preparatory curriculum focused on writing, inquiry, collaboration and extensive field studies for students. Sixty-eight percent of AVID students were enrolled in at least one honors class in 2005. All eighth grade AVID students were enrolled in Algebra I for high school credit.

Alcorn's professional learning community will continue to implement school improvement strategies to address the challenges that impact student achievement (i.e. effective teaching/learning practices, school climate/culture, and parental engagement). We need the assistance of all stakeholders to make this dream come to fruition.

Darius S. Adamson, Sr., Principal  
Keith Coleman, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	45	134	36
Percent satisfied with learning environment	63.6%	72.7%	58.8%
Percent satisfied with social and physical environment	51.1%	78.8%	52.9%
Percent satisfied with school-home relations	29.5%	78.0%	58.8%

\*Only students at the highest middle school grade level at this school and their parents were included.